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ABSTRACT

Using the "Checklist for Evaluating Sexism in Reading," an analysis was undertaken of the Ginn 360 series and the Ginn 720 series of basal readers for sex stereotypes and related language usage. The main characters and illustrations in approximately ten stories at each reading level were analyzed. Of the 116 stories examined, 49 featured boys, 49 featured girls, 51 featured adult males, 43 featured adult females, and there was a three-to-one ratio of male biographies to female biographies. The following conclusions were drawn from the results: (1) there were more females than males in the illustrations; (2) the female illustrations demonstrated more lifelike role models; (3) girls were not shown exclusively as spectators, but as active participants; (4) there was slight improvement in the male/female ratios in illustrations, occupations, language usage, main characters, and active roles; (5) many of the new stories noted in the 720 edition displayed females in roles outside the home; and (6) the female was treated as a responsible, mature, and respected individual and in a more lifelike situation, thereby providing a more realistic reflection of society. The findings suggest that the later edition Ginn 720 basal readers have been revised to be more balanced in male and female characters as well as in illustrations. (RL)

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AN ANALYSIS OF DIFFERENCES IN SEX-ROLE STEREOTYPING IN GINN 360 SERIES VERSUS GINN 720

BY

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Submitted in Partial Fulfillment
of the Requirements for
The Master of Arts Degree

Kean College of New Jersey

April, 1981

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Grandison, Cecelia L., An Analysis of Differences in Sex-Role Stereotyping in Ginn 360 Series Versus Ginn 720.

I. Type of Research: Experimental

II. Problem:

A. To determine whether or not the Ginn Publishers fulfilled its promise to remove sexism from the Ginn 720 series.

III. Delimitations:

A. The "Checklist for Evaluating Sexism in Readers"

IV. Procedures:

A. The "Checklist for Evaluating Sexism in Readers" was used to analyze the main characters and illustrations in approximately 10 stories on each reading level to determine sex stereotyping in the Ginn 360 reading series in terms of frequency.

B. Excerpts were taken from these stories to note positive changes in the newer editions.

C. 12 books were read.

D. 116 stories were read.

V. Results:

A. CHARACTERISTICS OF STORIES READ

Number of stories read	116
Featuring boys	49
Featuring girls	49
Featuring adult males	51
Featuring adult females	43
Male biographies to female	1:3

B. The later edition has apparently been revised to be more balanced in male and female characters as well as in illustrations as noted.

C. Conclusions:

(1) The results showed females more often in illustrations.

(2) The female illustrations demonstrated more life like role models.

(3) Girls were not shown exclusively as as spectators but as active participants.

(4) There was a slight improvement in the male-female ratios in illustrations, occupations, language usage, main characters and active roles.

(5) Many new stories were noted displaying the female in roles outside the home.

(6) The female was treated as responsible, mature and respected individual and in a more life like situation thus reflecting a more realistic reflection of our society.

VI. Implications:

A. Educators should be aware of sex role stereotyping in the basal readers.

B. Publishers must assume the responsibility of improving grade school readers.

VII. Definitions:

sexism- attitudes and actions assigning women to an inferior or secondary status.

Sex-stereotyping as a rigid designation of one set of interests, career choices and behaviors to one sex.

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM:

What difference in sex role stereotyping exist in Ginn 360 series versus Ginn 720 series?

Parents and educators have been reassured by publishers' guidelines that the sex career race bias hidden in public school textbooks have been eradicated.

Ginn and Company has expressed their views in 1973 as being concerned about the needs of its customers and promised to handle these needs with fairness and a sensible regard for cultural ethnic, regional and racial differences thus promoting and presenting its programs with no recourse to explorations of multi-ethnic, racist or sexist themes.

SIGNIFICANCE OF THE PROBLEM

This study will show an analysis of the Ginn 360 and 720 basal readers series for sex role stereotyping.

Criteria lists will be used to analyze the series.

If sexism is present in the Ginn series presently used by the writer, a letter with comments will be mailed to publisher to encourage revision of the materials.

Results of findings will be sent to Newark Board of Education with the intent to remove the series from the system and/or provide supplementary materials or

in-service programs to aid teachers in providing alternatives in instruction.

ASSUMPTIONS

Based on statement made by the publishing company, sex stereotyping is not present in the Ginn Series.

Edith S. Chevat (1975) suggests in "Women and Girls in Readers and Texts" that the prevalence of sex role stereotyping in school readers, textbooks, workbooks, and reading materials must first be recognized by students and teachers as well as by authors, illustrators and publishers to bring about appropriate change. Increased awareness of sexism in reading materials of elementary schools is a positive outcome of our contemporary feminist movement.

According to a report by the National Education Association, Sex Role Stereotyping in the Schools:

> Textbooks and other children's literature as well as radio and tv programs are under examination in various states by both voluntary and official committees, spurred on by feminist criticisms of the traditional definitions of masculinity and feminity that permeate both writings and illustrations. (1973, p. 51)

In the report developed by Educational Challenge: (1974 - Foreword) the authors state that:

> The images provided by children's books, textbooks and other mass media carry important messages about the way we expect children to view the world. Too often, these images are unreal for a large number of children in our society.....
>
> .....Or, they may perpetuate sex role stereotypes which show girls in passive, retiring ways and boys in aggressive, outgoing ways.

> Male and female roles illustrated in student texts do not always reflect our lives and experiences.

A study was begun by Guyneth Britton and Margaret C. Lumpkin in 1972 to determine whether objective analysis and documentation would show positive steps were taken to eradicate textbook bias. Textbooks were analyzed in 48 reading, literature, and social studies series published during 1958-1976. A comprehensive analysis of preguideline texts (1958-1970) and post-guideline texts (1974-1976) showed only minimal changes have resulted: major female roles changed from 14% to 16%.and major ethnic-minority female roles changed from 2% to 4%.

According to Gwyneth E. Britton (Oct., 1975): "We seem to be teaching racism and sexism in our public schools through reading series and other materials."

The terms sexism and sex-stereotyping are often used interchangeably. Gwyneth Britton (Oct., 1975) defines:

> Sexism as attitudes and actions assigning women to an inferior or secondary status.
> Sex-stereotyping as a rigid designation of one set of interests, career choices and behaviors to one sex.
>
> Sexism may be defined as the value classification of people according to sex and the corresponding assignment of inferior status and fixed roles, the negation of self-hood and the denial of human rights to those people classified female. Britton, Oct., 1975)

Schulwitz (May, 1976) mentioned in her article, "Coping with Sexism in Reading Materials" that sexism

occurs when attitudes and actions of individuals promote the use of sex as the basis for judging and classifying people in matters unrelated to actual sexual differences. Carried to its extreme form sexism may involve the expression of attitudes and actions which relegate one sex to a secondary and inferior status in society. Although sexism could function to denigrate either sex, the current problem is most evident in the unfair portrayal of females.

E. Marcia Sheridan edited a Report of the Education Committee of the South Bend Mayors Commission on the Status of Women: Analysis of Sex Stereotypes in Textbooks Used in South Bend, Indiana Schools noted in 1975 that in the most widely used reading series in South Bend, males were predominant approximately three times more than females.

In Carol Jacklin's study reported in the Harvard Educational Review (1973) "Sex Role Stereotyping in the Public Schools," four elementary textbooks were analyzed and a significant lacking in female role models was found.

Many of the existing school reading programs have obvious sexism characteristics. But it must be kept in mind that at time these many programs existed sexism awareness was not yet a concern and authors portrayed views of the society.

Sexism may be transmitted to our children through the use of inclusionary terms and occupational titles: 'man' for example 'human being' or 'person' rather than 'man'; 'fire fighter' in lieu of 'fireman.'

Educators should be aware of the implications of sex-role stereotyping and exclusionary language. Many studies have been made analyzing children textbooks for sex-stereotyping in readers. The problem exists. The publishers are aware of it. Has concern for this problem been displayed by publishers and attempts made to remove sexism in newer editions of readers?

In response to such research, at least one publisher (Ginn) made a public promise to eliminate sexism from the basal materials.

Hypothesis

To provide additional evidence concerning this topic, a study was developed to analyze the Ginn 360 and Ginn 720 basal readers series for sex-role stereotyping to determine whether or not the Ginn Publishers fulfilled its promise to remove sexism from the Ginn 720 series.

Instructional Procedures

Using the CHECKLIST FOR EVALUATING SEXISM IN READING noted in "Consciousness Raising: Sexist Teaching-What You Can Do" (developed by the editors of Women Words and Images, Jan., 1974) an analysis of the Ginn 360 series and the Ginn 720 series for sex-stereotypes and related language usage was undertaken.

Ten or more stories on each level were analyzed for the sex of the main characters; the number of males and females in each illustration and activities portrayed for each sex.

CHAPTER II

REVIEW OF RELATED LITERATURE

Many studies have been made analyzing childrens' textbooks for sex-stereotyping in readers. The problem exists. The publishers are aware of it.

Parents and educators have been reassured by publishers' guidelines that the sex...."bias hidden in public school textbooks have been eradicated." (Britton, Oct., 1977)

Ginn and Company expressed their views in 1973 as follows: (Britton, 1977)

> Educational materials teach far more than information and a way of learning. In subtle - often unconscious - ways, the tone and development of the content and the illustrations foster in a learner positive or negative attitudes about...sex...Inadvertent bias, as often the result of omission as commission, can influence the impact of educational programs.
>
> The company obviously is concerned about the needs of its customers and intends to handle these needs with fairness and a sensitive regard for cultural ethnic, regional and racial differences. In accord with this concern Ginn and Company is seeking to insure that all its programs be promoted and presented in an open, sensitive manner with no recourse to exploitations of ..... sexist themes.

In the October, 1972 issue of Reading Teacher, Diane Bennett Graebner examined 554 stories in textbooks

published between 1961 and 1971. She noted that the more recent stories showed no substantial improvement over the old.

A study was completed by Marten and Matlin (1976) to compare very recent textbooks with those published before 1971. The proportion of women in illustrations, as main characters and in active roles were examined.

Sixteen books were examined. Eight in the first grade level and eight at the sixth grade level. Five publishers were represented and 609 books.

The textbooks represented both a new and old version of the first and sixth grade readers.

The sex of the main character; the number of males and females in each illustration and activities for each sex were recorded for each story as shown in Table I.

In conclusion the study showed females were shown slightly more often in illustrations and as main characters in stories in comparison to the older textbooks limited progress had been made.

A report (1973) was undertaken by a task force of six Baltimore feminists due to the immediate concern of the damaging effects of stereotyping on Baltimore children.

"The messages conveyed to children in their very first school books leave an indelible imprint on their future values, attitudes and behaviors."

TABLE I

NUMBER OF FEMALES AND MALES

IN ILLUSTRATIONS

	#Females	#Males	%Females
1st grade old	232	400	37
1st grade new	203	394	34
6th grade old	118	494	19
6th grade new	198	431	31
Total	751	1719	30

MAIN CHARACTERS

	#Females	#Males	%Females
1st grade old	14	61	19
1st grade new	19	51	27
6th grade old	11	92	8
6th grade new	22	87	11
Total	66	291	23

ACTIVE AND PASSIVE ACTIVITIES

FEMALE

	#Active	#Passive	%Active	#Active	#Passive	%Active
1st grade old	34	10	77	110	41	73
1st grade new	37	37	50	127	54	70
6th grade old	35	24	59	158	52	75
6th grade new	69	60	58	401	64	87

TABLE II

SEX OF CENTRAL CHARACTERS

	Ginn	MacMillan	S.R.A.	Scott Foresman	Total
Female	56	27	34	19	136
Male	113	65	93	45	316

PERCENTAGES OF FEMALE AND MALE CENTRAL CHARACTERS

	Ginn	MacMillan	S.R.A.	Scott Foresman	Total
Female	33	29	27	30	30
Male	67	71	73	30	70

RATIO OF MALE CENTRAL CHARACTERS
TO
FEMALE CENTRAL CHARACTERS

Ginn	MacMillan	S.R.A.	Scott Foresman	Average
2:1	2.3:1	2.7:1	2.4:1	2.3:1

Predetermined selection process was used to choose a block of ten stories from each book in the study sample.

The five basal readers used were: Ginn & Company (1964) revised editions; Ginn and Company Reading 360 Series (1969); MacMillan Publishing Company - The Bank Street Series, 1971 revised editions; Science Research Associates - Comprehensive or Basal Reading Program, 1971 revised editions; Scott, Foresman and Company - The Open Highway Series, 1965 through 1968.

There is a striking similiarity in the results on the central characters for these four publishers. In each series, about 70% of the stories have male central characters while 30% have female.

All of the textbook series tend to show males as resourceful, adventurous, successful individuals and show men in positions of power or authority, i.e. doctors, scientists, astronauts, writers, breadwinners. Females were shown as primarily mothers, functioning indoors, witch, little old lady. Girls are shown lacking bravery, skill, and initative.

It was recommended that public pressure be applied on publishers, insisting that school readers be revised so that there be a wider range of choice for women. Positive role models are needed for all young students.

Scott, Foresman updated its Open Highway Series. Although many stories are identical to the ones published between 1965 and 1968 - changes were significantly made with sex.

Mary Jane Lupton made comparisons between the new series and old. (1973) Of the forty stories reviewed not all have clearly defined central characters while some have several. Female characters are under represented of the 32 central characters only 3 (9%) are women while in the 1973 analysis of the Scott Foresman readers 30% of the central characters are women. A marked decline in depiction of central characters are female.

The two major differences between the 1973 edition and those texts published from 1965 to 1968 exist. The Racism and Sexism Resource Center for Educators has examined the 1975 MacMillan Series R Reading Program and the 1976 Scott, Foresman Reading Unlimited Reading Series.

Females are more numerous than in previous readers. Many females are active, resourceful and brave. Some work outside the home and few wear aprons. Improvements are spotty. Sexism remains but in subtle ways.

A content analysis of the readers from 14 major publishers was conducted by Women on Words and Images. (1975) They reported that "The typical girl in any reader is a frilly little thing with a smile on a face and a passive attitude toward life. The portrayed in the readers has a look of stern concentration: he is busy preparing to be a 'man.' "

The main issue in this study of current readers is the way girls are portrayed in these stories - the activities in which they engage, the attitudes they display, the way in which people treat them, the generalizations that are made about them, and the

directions for future life and work that are offered to them as contrasted with the treatment of boys, whether contemporary or historical, their activities, their ambitions, their hopes and dreams, and their ultimate objectives.

2,760 stories were read in 134 elementary school readers from 14 different publishers for the basis for this study. They reported ratios from these findings as indicated below:

Boy-centered stories to gir-centered stories	5:2
Adult-male characters to adult-female main characters	3:1
Male biographies to female biographies	6:1
Male animal stories to female animal stories	2:1

As can be seen, boys and men are present in the readers in overwhelmingly larger numbers than are girls and women.

> The authors of this study was convinced that all readers now in use should be revised before going into new printings. In this revision top priority must be given to the eradication of harmful sex stereotypes and to the elimination of all forms of discrimination. We join those educators who have criticized publishers for attempting only token solutions to such problems.

What differences in sex role stereotyping exist in Ginn 360 series versus Ginn 720 series?

According to the study by Sarah Begus (1973) in the Report by the Baltimore Feminist Project, a block of ten stories from each book were analyzed for racial and sexual discrimination in Baltimore, Maryland.

The listing of stories analyzed in this report follows:

My Little Red Story Book (Rev. ed. 1964)
My Little Blue Story Book (Rev. ed. 1964)
Around the Corner (Rev. ed. 1964)
On Cherry Street (Rev. ed. 1964)
A Duck Is A Duck (Reading 360 series, 1969)
With Skies and Wings (Reading 360 series, 1969)

In the six Ginn readers studied, a total of 46 different stereotypically male occupations were shown whereas women are shown in only five occupations other than wife and mother. The 5 occupations were also stereotypically females: store clerk, elementary school teacher, librarian, waitress and cook. Nowhere in the readers was there a woman physician, college professor, factory worker, lawyer or any other of the numerous roles women now fill in their work outside the home. This belies the reality as reflected in the statistics of the Bureau of Labor that 43 per cent of the current work force are women. Moreover, this failure to provide a variety of role models for girls can only serve to discourage them from aspiring to any career other than wife and mother. These readers are telling girls that their choice is limited to one role when they grow up: mother. And that their sphere of action and influence is limited to one area: kitchen, house and shopping center.

In the study by Women on Word and Images, "Dick and Jane as Victims," Ginn and Company was one of the 14 publishers analyzed. (1972)

The 10 books read from Ginn's Basic Readers (1961-1966):

My Little Red, Green, and Blue Story Books
THe Little White House - primer
On Cherry Street - Book One
We Are Neighbors - Book Two - Part One
Around The Corner - Book Two - Part Two

Finding New Neighbors - Book Three - Part One
Friends Far and Near - Book Three - Part Two
Roads to Everywhere - Book Four
Trails to Treasure - Book Five
Wings to Adventure - Book Six

They reported on the following characteristics:

Number of Books Read	10
Total Number Stories	361
Featuring Boys	107
Featuring Girls	31
Featuring Adult Males	7
Featuring Adult Females	7

In the 1975 study by Women on Words and Images, readers were evaluated after 1972 study on Publishers for evaluation and inclusion on the new editions.

The findings for Ginn and Company - Reading 360 1973 series:

> The universal masculine pronouns, i.e. policeman, fireman, etc. and used in this series. A disproportionate number of male illustrations and stories also is evident. Most individuals are still cast in stereotypical roles. Mother is seen serving food, being frightened by frogs and caring for children. The stereotypical nuclear family (two children) is seen in abundance. No mention is made of working mothers or single parent families.

Obviously, based on previous studies Ginn Series editions prior to 1976 have displayed sex stereotype stories in the elementary readers.

Future readers should reflect a sensitivity to the needs and rights of girls and boys without preference or

bias. Stories in any given reader should feature girls as well as boys, women as well as men.

CHAPTER III

PLAN OF STUDY

To meet the purpose of this STUDY 116 stories were read by this writer from Ginn's 720 series:

Level 1	Hello Morning
Level 2	A Pocketful of Sunshine
Level 3	A Duck Is A Duck
Level 4	Helicopters and Gingerbread
Level 5	May I Come In?
Level 6	One To Grow On
Level 7	The Dog Next Door and Other Stories
Level 8	How It Is Nowadays
Level 9	Inside Out
Level 10	A Lizard to Start With
Level 11	Tell Me How The Sun Rose
Level 12	Measure Me, Sky
Level 13	Mountains Are For Climbing

The "Checklist for Evaluating Sexism in Readers," was used to analyze the main characters and illustrations in the stories of the Ginn Series at each grade level. Sex stereotyping in the Ginn 360 and Ginn 720 Reading Series were compared in terms of frequency.

A sample of the worksheet used shows the information to demonstrate the findings of this study as reported in Chapter IV.

CHECKLIST FOR EVALUATING SEXISM IN READERS

	MALES	FEMALES
1. Number of stories where main character is:	_____	_____
2. Number of illustrations of:	_____	_____
3. Number of times children are shown:		
- in active play	_____	_____
- using initiative	_____	_____
- independent	_____	_____
- solving problems	_____	_____
- earning money	_____	_____
- receiving recognition	_____	_____
- inventive	_____	_____
- involved in sports	_____	_____
- being passive	_____	_____
- fearful	_____	_____
- helpless	_____	_____
- receiving help	_____	_____
- shown in quiet play	_____	_____
4. Number of times adults are shown:		
- in different occupations	_____	_____
- playing with children	_____	_____
- taking children on outings	_____	_____
- teaching skills	_____	_____
- giving tenderness	_____	_____
- scolding children	_____	_____
- biographically	_____	_____

5. Ask these questions:
   - Are boys allowed to show emotions?
   - Are girls rewarded for intelligence rather than beauty?
   - Are there any derogatory comments directed at girls in general?
   - Is mother shown working outside the home? What kind of job?
   - Are there any stories about one-parent families? Families without children? Are babysitters shown?
   - Are minority and ethnic groups treated naturally instead of stereotypically?

Approximately 10 stories were read on each level to determine sex of main character and illustrations.

After evaluating the 116 stories this writer attempted to compare the stories in the 360 series with the 720 series. It was discovered that many of the stories of the 720 were new:

	360	720
Level 1	Learning About Sounds And Letters	Hello Morning*
Level 2	My Sound and Word Book	A Pocketful of Sunshine*
Level 3	A Duck Is A Duck	A Duck Is A Duck
Level 4	Helicopters and Gingerbread	Helicopters and Gingerbread
Level 5	May I Come In?	May I Come In?
Level 6	Seven Is Magic	One To Grow On *
Level 7	The Dog Next Door and Other Stories	The Dog Next Door and Other Stories
Level 8	How It Is Nowadays	How It Is Nowadays
Level 9	With Skies and Wings	Inside Out*
Level 10	All Sorts of Things	A Lizard to Start With*
Level 11	The Sun That Warms	Tell Me How The Sun Rose*
Level 12	On The Edge	Measure Me, Sky*
Level 13	To Turn A Stone	Mountains Are For Climbing*

*The asterisk denotes the readers where many stories were deleted and a considerable number of new stories were

included. The new stories contained the majority of the noted female main characters and illustrations in this Study.

A comparison of statements in stories that were derogatory in the 360 series with same statements in the 720 series was then made.

Excerpts were taken from these stories to note positive changes made in the newer editions.

CHAPTER IV

ANALYSIS OF DATA

As noted in Table III, 116 stories in 13 books were read. 49 stories featured boys and 49 featured girls. More stories (51) featured adult males as appeared to adult females (42). The most encouraging development in this study is the ratio of male to female characteristics in the stories of the Ginn 720 edition.

TABLE III

CHARACTERISTICS OF STORIES READ

Number of books read	13
Number of stories read	116
Featuring boys	49
Featuring girls	49
Featuring adult males	51
Featuring adult females	43
Male biographies to female	1:3

The later edition has apparently been revised to be more balanced in male and female characters as well as in illustrations as noted in Tables IV thru VII and summarized in Table III.

TABLE IV

NUMBER OF STORIES WHERE MAIN CHARACTER IS

	MALE	FEMALE
Level 3	4	
Level 4	1	2
Level 5		1
Level 6	7	5
Level 7	3	2
Level 8	3	6
Level 9	1	4
Level 10	4	7
Level 11	5	6
Level 12	9	4
Level 13	12	12
Total	49	49

TABLE V

NUMBER OF STORIES WHERE ILLUSTRATIONS IS

	MALE	FEMALE
Level 3	28	24
Level 4	29	27
Level 5	5	6
Level 6	43	53
Level 7	22	30
Level 8	20	27
Level 9	43	50
Level 10	34	55
Level 11	32	43
Level 12	38	39
Level 13	57	61
Total	351	415

TABLE VI

NUMBER OF TIMES ADULTS ARE SHOWN BIOGRAPHICALLY

	MALE	FEMALE
Level 3	0	0
Level 4	0	0
Level 5	0	0
Level 6	0	0
Level 7	0	0
Level 8	0	0
Level 9	0	0
Level 10	0	1
Level 11	1	0
Level 12	1	0
Level 13	0	5
Total	2	6

TABLE VII

NUMBER OF TIMES ADULTS ARE SHOWN IN DIFFERENT OCCUPATIONS

	MALE	FEMALE
Level 3	0	0
Level 4	0	1
Level 5	1	0
Level 6	3	1
Level 7	1	0
Level 8	1	2
Level 9	4	3
Level 10	6	7
Level 11	8	2
Level 12	8	2
Level 13	19	25
Total	51	43

Tables VIII thru XVIII details the changes made from one edition to the next in selected stories in the Ginn 360 and 720 series. At level 3, more female characters and active female participants are noted.

TABLE VIII

LEVEL 3

360 A Duck Is A Duck	720 A Duck Is A Duck
Story: "At The Park" Illustration - There is a picture of a bird.	Same title There are children playing (three boys, one girl and a dog).
The female character, Jill, is introduced with a simple, smiley look, holding a lunch bag. She is walking along the edge of a lake.	Jill is playing with a toy boat. She is sitting along the side of a lake.
Story: "The Ducks" Illustration: A picture of ducks is shown.	Same title Jill is illustrated playing with ducks.
Story: "Ben's Ride" Several girls are illustrated playing alone.	Same title Girls are illustrated as active participants.
Story: "The Turtle" A girl is holding her fare.	Same title The girl is an active participant.
A teacher (female) is simply dressed with a simple facial look.	The female teacher is dressed in slacks

In Table IX at level 4, more realistic representation of females play an active role in family scenes.

TABLE IX

LEVEL 4

360 Helicopters and Gingerbread	720 Helicopters and Gingerbread
Story: "Who Said, 'Hello'? Illustration - A girl is holding her own hands.	Same title There are many females in illustration.
A mother is in a bow down pose.	A mother is dressed in slacks.
Story: "The Seal" Illustration - Three boys appear in illustration.	Same title Females are illustrated on title page. There are many children (boys and girls).
A father and son scene is illustrated.	Many children (boys and girls) are illustrated with their parents.
Nan needs assistance. No picture of Nan portrayed. A 'surprise look' is on Nan's face. She has a 'hands up' pose.	Nan is speaking to father. Nan is waving to father. Many female spectators are illustrated.

In Table X at level 5, more female characters as noted are illustrated. Two additional stories were added to 720 series. In Isabel, the female main character shows an interest in trucks, a possible career outside the home is inferred.

In Jennifer Likes to Imagine Things, a trait of imagination is portrayed in a female character.

TABLE X

LEVEL 5

360 May I Come In?	720 May I Come In?
Story: "New Boots" Illustration - A boy and his sister speak to shoe salesman.	Same title Same scene with additional females illustrated in shoe store. In Unit 2 an additional story is noted: "Isabel." In Unit 3, "Jennifer Likes to Imagine Things" is added.

At level 6, a more realistic pose of a girl is illustrated. The female is replaced by a Chinaman thus portraying another racial representation. Also, a female is portrayed in a role outside of the home: a doctor. A promising artist is inferred in the story, May Ling's Pictures. Traits not normally possessed by the female: creativity, maturity and decision making are illustrated in the new stories.

TABLE XI
LEVEL 6

360 Seven Is Matic	720 One To Grow On
Story: "Pat's School Picture"	There is no difference in illustrations.
Story: "Lucy's Smile"	Same title
Illustration - A female, Miss White, is illustrated.	A man, Mr. Lee, is illustrated.
Lucy is holding her hands.	Lucy is holding up a picture.
	The additional stories in Unit 1 are:
	"Dr. Penny" "May Ling's Pictures"
	In Unit 4, "Yoko's Turn" is added.

At level 7, Lucy, a character in the story, "William Gets His Hair Cut," is illustrated in the latter edition in the scene with her father and brother. In the older edition there is no illustration of Lucy.

TABLE XII

LEVEL 7

360 The Dog Next Door And Other Stories	720 The Dog Next Door And Other Stories
Story: "It Looks Like Rain"	Same story No change in illustrations is portrayed.
Story: "William Gets His Hair Cut" Illustration- William and his father sit beside each other in the baseball park.	At the baseball park, Lucy sits on one side of her father, and William on the other side.
Story: "William and the Dog House"	same title and illustrations.

In Table XIII, at level 8, females are active participants which is illustrated as noted in the ratio statistics. The female is also updated in fashion, more realistic and in a manner a female reader can be proud and not ashamed of.

TABLE XIII

LEVEL 8

360 How It Is Nowadays	720 How It Is Nowadays
Story: "Speck" Illustration - The girls are portrayed with a dead pan look.	Same story The girls are talking and actively participating.
Story: "The Mystery of the Suitcase" Illustrations - An old woman, Mrs. Emory, is bending over with a silly grin on her face.	Same story Mrs. Emory is sitting with a pleasant look on face.
Mrs. Emory is dressed in an old fashioned dress. Her slip is showing.	Mrs. Emory is dressed neatly in a fashionable dress.
Story: "Aqui Esta Mi Nieta"	Same story - There are many more female illustrations.
Story: "A Pet Named Jet" There are female illustrations. They are lifeless.	Same story Many more illustrations of females are portrayed.
Story: "The Invitation" Illustrations - woman to man ratio 5:4	Same story The ratio of woman to male is 7:5.

At level 9, not only is the title changed but all stories in the series are different. Female main character roles are portrayed. The character traits display such career roles as: violinist, rodeo champion, horseback rider as well as characters of creativity, responsibility, perserverance and imagination.

TABLE XIV
LEVEL 9

360 With Skies and Wings	720 Inside Out
	The book is retitled and all of the stories are new.

At level 10, not only are the stories new but female main characters are part of the titles of some stories, i.e. "Hahnee's Secret" and "An Army in Pigtails." Some of the 360 edition titles' have male connotations.

TABLE XV
LEVEL 10

360 All Sorts of Things	720 A Lizard To Start With
Story: "Man Made Grants" Story: "MAN's Best Friend"	The book is retitled and all stories are different. Story: "Hahnee's Secret" Story: "An Army in Pigtails"

At level 11, in lieu of 'father and mother' the parents is used which place the female (mother) and male (father) as equal importance in the role of parents. The mother's name is mentioned in the 360 edition thus equating the female with the son.

TABLE XVI
LEVEL 11

360 The Sun That Warms	720 Tell Me How The Sun Rose
Story: "The Real Ugly Duckling": 'His father and mother loved him dearly and did all they could for their son..... his mother showed Hans Christian how to make clothing for his cardboard actors and actresses out of bright scraps left over from the dressmaking of the wealthy ladies whose washing Ann-Marie did now and then.'	Story: "The Real Ugly Duckling" : 'His parents loved him dearly and did all they could for their son. Hans.....His mother showed him how to make clothing for his card-board actors and actresses. She used bright left over pieces from the dresses of rich ladies whose washing she did now and then.'

In Table XVII, at level 12, in the story "The Empty Wasn't Empty" of the 360 series, only male illustrations are included. In the 720 edition four females are illustrated. Sarcasm or lack of respect is shown in the 360 series by Benny whereas in the later edition the woman's name with her title is mentioned: Mrs. Poor English is used by the female character in the earlier edition by the female character but not in the later edition.

TABLE XVII

LEVEL 12

360 On The Edge	720 Measure Me, Sky
Story: "The Empty Wasn't Empty"	Same story
There are only illustrations of males.	There are four females illustrated.
'Wonder what she wants?' said Benny.....	'I wonder what Mrs. Altmann wants?' said Benny. .....
'Go quick, boys,' she was saying.....	'Go quickly, boys,' she was saying.

In Table XVIII, Level 13, a complete unit is written featuring females as main characters. Females are rewarded for intelligence. Females are shown outside the home in career roles usually held by males.

TABLE XVIII

LEVEL 13

360 To Turn A Stone	720 Mountains Are For Climbing
There are different stories in the two editions.	The majority of the stories in Unit 4 feature females.i.e. "The Lone Woman of San Nicolas" "Amelia Earhart" " Record Flights of Amelia Earhart"

CHAPTER V

SUMMARY AND CONCLUSIONS

The way we expect children to view the world is provided by the children's readers. Many studies have been analyzing children's textbooks for sex stereotyping in readers. In response to such research at least one publisher (Ginn) made a public promise to remove sexism from the Ginn 720 series.

To provide additional evidence concerning this topic, a study was developed by this writer to analyze the Ginn 360 and 720 basal readers series for sex role stereotyping to determine whether or not the Ginn Publishers fulfilled its promise to remove sexism from the Ginn 720 series.

The results of the study permit the conclusion that positive steps were taken by Ginn Publishers to eradicate textbook sex bias.

1. The results showed females more often in illustrations and as main characters in stories in comparison to the 360 series.

2. The female illustrations demonstrated more life like role models.

3. Girls were not shown exclusively as spectators but as active participants.

4. There was a slight improvement in the male-female ratios in illustrations, occupations, language usage, main characters and active roles.

This study also uncovered many new stories in the 720 series. The new stories revealed sensitivity to the changing roles of women and men in our contemporary society. This sensitivity to the needs and rights of girls and boys with less preference or bias was reflected in the newer edition of Ginn readers. In the new stories these findings were noted as displaying the changed directions for females.

The direction for the future life and work for the females was not limited to roles in the home. These changes involved activities, ambitions, hopes and dreams. A variety of role models for girls are provided in the new stories thus inspiring careers other than wife and mother. Females are more numerous than in previous editions. Many are active, resourceful, and brave. Not only are females shown as resourceful, adventurous, successful individuals and in positions of authority i.e. doctor, teacher, pilot, artist, musician, orchestra supervisor but as creative, ambitious, brave, responsible mature individuals.

This treatment of females as responsible, mature respected individuals was a positive change to a more appropriate life-like situation and thus a more realistic reflection of our society.

Women and men should enjoy an equal opportunity

to aspire and achieve according to their potentiality. Educators should be aware of the implications of sex role stereotyping in the basal readers. The need to improve grade school readers should be a top priority by all educational fields. We must insist that this responsibility be assumed by publishers now.

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